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ABSTRACT

In this paper identification is made by a Task Force working to develop a new regulation for certification of social studies teachers in the state of Minnesota of desired outcomes for social studies education. Focus in Part One is on community-specific goals for students in the cognitive and affective domains and in skill development. The paper lists those teacher behaviors and competencies in the classroom or in other teaching situations which would facilitate pupil learning of each outcome. Part Two of the paper summarizes teacher competencies indirectly related to goals for students. Teacher behaviors in relationship with the community, professional relationships with school staff, and professional activities to improve competence as a teacher are listed. Competencies which contribute to ability to demonstrate these behaviors are described. Related documents are SO 006 086-89. (SHM)

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BACKGROUND PAPER

SOCIAL STUDIES TEACHER COMPETENCIES: COMMUNITY, SCHOOL, AND PROFESSIONAL RELATIONS COMPETENCIES

Introduction

This paper was developed by members of the Task Force to Study Programs Leading to Certification for Teachers in the Areas of Social Studies. It illustrates the approach taken by that Task Force as it worked to develop a new regulation for certification of social studies teachers in the state of Minnesota.

The Task Force has reversed the approach of many of those who have attempted to identify teacher competencies. Rather than beginning with teacher behaviors and knowledge needed to teach social studies, the Task Force began with the assumption that the major way of measuring a teacher's competency should be to assess the degree to which the teacher is able to help pupils make progress toward goals identified for a social studies program. In other words, the Task Force began with a competency model focused upon student outputs rather than with one based upon teacher inputs to the learning process. Such a model seems more appropriate in a day when the public is demanding greater accountability from schools.

The Task Force began its work by identifying a list of social studies outcomes on which members felt there might be considerable agreement. These outcomes are listed in the other two background papers on the cognitive and affective areas. A few are found in the left-hand column of Part One of this paper. Along with the goals from the other background papers, these community-specific goals have been abbreviated and are found in the

condensed version of Competencies found in the Appendix of the Post. It is clear that the Task Force believed able to help pupils progress toward identified for any class.

Task Force members then tried behaviors in the classroom or in which would facilitate pupil learning. Behaviors are found in column two of this paper, opposite the outcome which

The second column in part one represents another type of competency. Task Force members identify in this column those behaviors which make possible the teacher behaviors in column two. They are placed opposite the outcome which they should facilitate.

The rest of this paper is divided into two parts. The first represents some community behaviors which should indirectly support the achievement of goals with pupils. The second part represents some professional behaviors which should make possible the achievement of one. These columns are explained in the following sections of the paper.

The competencies in this background paper have been categorized and condensed to get

BACKGROUND PAPER

SOCIAL STUDIES TEACHER COMPETENCIES: COMMUNITY, SCHOOL, AND PROFESSIONAL RELATIONS COMPETENCIES

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Introduction

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condensed version of Competencies for Social Studies Teachers
found in the Appendix of the Position Paper. That list makes
it clear that the Task Force believes that teachers should be
able to help pupils progress toward social studies goals
identified for any class.

Task Force members then tried to identify those teacher
behaviors in the classroom or in other teaching situations
which would facilitate pupil learning of each outcome. These
behaviors are found in column two of the first part of this
paper, opposite the outcome which they should help achieve.

The second column in part one of this paper shows
another type of competency. Task Force members have tried to
identify in this column those behaviors and competencies
which make possible the teacher classroom behaviors found in
column two. They are placed opposite each of the behaviors
which they should facilitate.

The rest of this paper is divided into two columns. The
first represents some community relations or professional
behavior which should indirectly facilitate the achievement
of goals with pupils. The second column identifies compe-
tencies which should make possible the behaviors in column
one. These columns are explained in more detail in the body
of the paper.

The competencies in this background paper have been
categorized and condensed to get rid of overlap. Those

which are related to competencies found in other two background papers are combined with them in Parts II, III, IV, and V of the condensed version of the Competencies for Social Studies Teachers found in appendix B of the Position Paper. The others have been condensed and included as Part VI of that appendix.

This background paper and the others developed by the Task Force were prepared primarily as a means of identifying broad areas of competencies to be included in the new regulation on certification and in the guidelines to accompany that regulation. Consequently, the papers are not attached to the Position Paper prepared by the Task Force. However, much thought and effort have gone into the development of these papers. Some colleges may wish to use a similar model for developing their programs. If so, they should feel free to make what use they can of this and the other background papers. The Task Force wishes to emphasize, however, that neither the background papers nor the condensed list of competencies found in Appendix B of the Position Paper constitute any required list of competencies to be adopted by Minnesota colleges. Indeed, no institution could hope to develop so many competencies within four or even five years. Nor is the list of competencies comprehensive, long as it is. Each institution must develop its own set of competencies under each broad area identified under section three of the regulation. However, it is not required to use any of the specific suggestions found in the condensed list or this background paper. This paper is being made available only because some educators may find it helpful as they seek to develop their own list of competencies and their own program for developing and evaluating them.

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COMMUNITY, SCHOOL, AND PROFESSIONAL RELATIONS COMPETENCIES

These competencies are divided into two main parts, with each part subdivided. Part one identifies competencies directly related to making progress toward achieving pupils goals in the classroom. Part two identifies competencies indirectly related to this end. Competencies in this second part are divided into three competencies in the area of community-school relationships which make it possible for a staff to (1) curriculum, (2) professional relationship competencies within a staff which make for cooperative the curriculum and other school programs, and (3) professional relationships which help the team competencies and therefore, indirectly, help achieve pupil goals.

PART ONE: COMMUNITY RELATIONS COMPETENCIES DIRECTLY RELATED TO GOALS FOR PUPILS

MAKES PROGRESS TOWARD
ACHIEVING STUDENT
OUTCOMES LISTED
BELOW

REPRESENTATIVE TEACHER COMPETENCIES AND BEHAVIORS USEFUL
TO ACHIEVE OUTCOMES
Behaviors in Classroom and Other
Teaching Situations

Competencies Whi
er Class

I. Cognitive Goals

A. Knowledge and Comprehension.

1. Identifies physical and human resources in the community.

Provides opportunities for pupils to survey community resources for purposes related to topics which they are studying.

Identifies and uses in studying in identifying h

Develops a resou

Uses human and physical resources of the community to develop or illustrate concepts and generalizations.

Studies the comm
identify ways of
or illustrate co

In some classes provides opportunities for direct study of the community as a part of a study of geography or some aspect of community life.

Identifies and c
using fieldtrips
speakers.

2. Identifies community problems and agencies or institutions attempting to deal with them.

Uses community issues, problems, and situations where relevant and appropriate, being aware of possible damaging effects from such study which might arouse undue hostility.

Identifies and c
in studying a co
munity problems,
troversial issue

COMMUNITY, SCHOOL, AND PROFESSIONAL RELATIONS COMPETENCIES

divided into two main parts, with each part subdivided. Part one identifies competencies for progress toward achieving pupils goals in the classroom. Part two deals with competencies related to this end. Competencies in this second part are divided into three types: (1) community-school relationships which make it possible for a staff to improve the school, (2) personal relationship competencies within a staff which make for cooperative efforts to improve school programs, and (3) professional relationships which help the teacher improve his own performance, indirectly, help achieve pupil goals.

ONE: COMMUNITY RELATIONS COMPETENCIES DIRECTLY RELATED TO GOALS FOR PUPILS

REPRESENTATIVE TEACHER COMPETENCIES AND BEHAVIORS USEFUL FOR HELPING PUPILS ACHIEVE OUTCOMES

Behaviors in Classroom and Other Teaching Situations	Competencies Which Would Help Achieve Teach- er Classroom Behaviors
Provides opportunities for pupils to survey community resources for purposes related to topics which they are studying.	Identifies and can explain techniques to use in studying a community, particularly in identifying human and physical resources. Develops a resource file for his classes.
Uses human and physical resources of the community to develop or illustrate concepts and generalizations.	Studies the community himself/herself to identify ways of using resources to develop or illustrate concepts and generalizations.
In some classes provides opportunities for direct study of the community as a part of a study of geography or some aspect of community life.	Identifies and can explain steps to take in using fieldtrips, interviews, or guest speakers.
Uses community issues, problems, and situations where relevant and appropriate, being aware of possible damaging effects from such study which might arouse undue hostility.	Identifies and can explain techniques to use in studying a community, particularly community problems and issues, including controversial issues.

3. Identifies institutions handling different social, political, and economic functions in the community.

Uses examples of community institutions to teach pupils the meaning of "function" and of "institution" as well as to identify specific functions and institutions in the community.

Gives pupils opportunities to investigate local institutions to find out how they carry out certain functions. For example, has pupils study

Identifies community which can be used for different types of pupils to engage in activities for community action.

Identifies persons in the community with a study of which require special

Uses some problem cludes study of as of value questions

Uses community and developing

Develops a resource talk to pupils or interviewed by

Identifies and uses when arranging speakers or when Can explain ways either.

Can explain the of "institution" in economic, and political in the community

Identifies and follows in using guest speakers.

Provides opportunities for pupils to aid in defining and resolving community problems or at least aid in collecting information needed to reach decisions.

Uses parents and other community members as resource people in studying community problems and agencies.

Uses examples of community institutions to teach pupils the meaning of "function" and of "institution" as well as to identify specific functions and institutions in the community.

Gives pupils opportunities to investigate local institutions to find out how they carry out certain functions. For example, has pupils study

Identifies community problems and issues which can be used to initiate a study of different types of problems or to motivate pupils to engage in action activities for community agencies.

Identifies pervading values or conflicts in the community which might interfere with a study of community problems or require special precautions.

Uses some problem-solving model which includes study of factual questions as well as of value questions.

Uses community liaison people in planning and developing programs.

Develops a resource file of people who can talk to pupils or who are willing to be interviewed by them.

Identifies and can explain procedures to use when arranging for and using outside speakers or when arranging for interviews. Can explain ways of preparing pupils for either.

Can explain the meaning of "function" and of "institution". Identifies social, economic, and political functions carried out in the community by specific institutions.

Identifies and can explain the steps to follow in using fieldtrips, interviews, or guest speakers.

the school as a social institution for carrying out an educational function. Or has pupils examine political institutions in the community, such as the city council, a municipal court, or a city park board as they carry out specific political functions. Or has them examine specific economic institutions such as a business organization or a bank as it carries out certain economic functions.

4. Identifies opportunities within the community, such as educational, economic, and recreational.

Gives pupils opportunities to investigate different types of opportunities within the community which should help enrich their lives and the lives of other members of the community. Where possible, provides opportunities for pupils to use some of these facilities or at least visit them for a short time. Such study might involve investigating, among other things, occupational, further educational, and recreational opportunities. Uses this study to help pupils understand that towns and cities have advantages as well as problems.

5. Identifies cultural differences existing in the community.

Uses people of different cultural background as resource people to speak to pupils about their cultures or about other topics of interest to them.

Gives pupils opportunities to investigate the ethnic backgrounds of pupils and/or people within the community. Involves them in some participatory activities with people of other ethnic backgrounds.

Identifies and uses opportunities of the organizations and benefits of the community.

Can identify differences in the community.

Identifies and uses opportunities when arranging speakers or inter-

Identifies possible opportunities to provide for co-operation and participation in community activities of other cultures in separate backgrounds in the affective

the school as a social institution for carrying out an educational function. Or has pupils examine political institutions in the community, such as the city council, a municipal court, or a city park board as they carry out specific political functions. Or has them examine specific economic institutions such as a business organization or a bank as it carries out certain economic functions.

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Uses people of different cultural background as resource people to speak to pupils about their cultures or about other topics of interest to them.

Gives pupils opportunities to investigate the ethnic backgrounds of pupils and/or people within the community. Involves them in some participatory activities with people of other ethnic backgrounds.

Identifies and can explain the work of some of the organizations providing opportunities and benefits to people within the community.

Can identify different cultural groups in the community.

Identifies and can explain procedures to use when arranging for and using outside speakers or interviews with people in the community.

Identifies possible activities which would provide for cooperative endeavors or participation in common activities with people of other cultural groups. (See elaboration in separate background paper on competencies in the affective area.)

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y.

B. Skills

1. Develops and carries out community surveys based on a questionnaire.

Provides opportunities for pupils to develop questionnaires and conduct surveys in the local community on topics of interest to them. Precedes such activities with a study of sampling and of reliability and validity of questionnaire scales.

Identifies ways of
a community. Can
tionnaires and pr
validity of scale
of sampling and w
samples.

2. Conducts interviews with people in the community; uses interview techniques which are effective in gaining information and which demonstrate courtesy.

Asks pupils to establish criteria for arranging for, preparing for, and conducting interviews. Helps them prepare a guide on conducting an interview.

Identifies behavior
arranging, preparing
interviews. Identifies
for avoiding problems
of courtesy and
lead those interviews.

Provides opportunities for pupils and/or adults to role play both good and poor interview techniques.

Identifies steps
Presented with a
identifies ways in
the interviewing
behavior to put the
at ease, to have
to have introduced
to have asked questions
more information,
interview more tactfully

Provides opportunities for pupils to arrange for interviews and to write letters of appreciation afterwards. Checks letters for usage and for clarity and any expressions which might offend. Helps pupils examine letters in terms of how they will affect those receiving them.

Writes effective
and expressing ap
Presented with a
an interview or o
what a person has
in the letter whi
which might offen

community
questionnaire.

Provides opportunities for pupils to develop questionnaires and conduct surveys in the local community on topics of interest to them. Precedes such activities with a study of sampling and of reliability and validity of questionnaire scales.

Identifies ways of carrying out surveys in a community. Can explain the use of questionnaires and problems of reliability and validity of scales. Can explain the meaning of sampling and ways of obtaining good samples.

people in
interview tech-
nique in
which dem-

Asks pupils to establish criteria for arranging for, preparing for, and conducting interviews. Helps them prepare a guide on conducting an interview.

Develops own questionnaire for a sampling study.

Identifies limitations of a questionnaire scale or of a sampling study.

Provides opportunities for pupils and/or adults to role play both good and poor interview techniques.

Identifies behavior which is needed for arranging, preparing for, and conducting interviews. Identifies appropriate behavior for avoiding problems arising out of possible courtesy or other factors which might lead those interviewed to take offense.

Identifies steps to follow in an interview.

Presented with a video-tape of an interview, identifies ways in which the person doing the interviewing might have modified his behavior to put the person interviewed more at ease, to have avoided antagonizing him, to have introduced himself/herself better, to have asked questions designed to elicit more information, and to have ended the interview more tactfully.

Provides opportunities for pupils to arrange for interviews and to write letters of appreciation afterwards. Checks letters for usage and for clarity and any expressions which might offend. Helps pupils examine letters in terms of how they will affect those receiving them.

Writes effective letters making requests and expressing appreciation.

Presented with a student's letter asking for an interview or expressing appreciation of what a person has done, identifies elements in the letter which are poorly stated or which might offend some adults.

3. Evaluates information and sources of information drawn upon in the community, whether written, spoken, or visual.

See competencies in separate background paper on the cognitive area

See competencies in separate background paper on the cognitive area

Also:

Makes sure that all points of view are presented and that critical comments are examined to help pupils understand possible reasons for information presented. Avoids situations which might antagonize community members.

Identifies points of view in evaluating, particularly in situations which might antagonize community members.

Identifies critical issues in evaluating without antagonizing community members.

4. Organizes data collected in the community and uses some type of visual, written, or oral presentation to present the data effectively.

See competencies identified in separate background paper on cognitive area.

Also:

Gives students opportunities to classify data for particular purposes.

Uses a discussion strategy designed to help pupils classify or organize.

Identifies the discussion strategy designed to help pupils classify or organize.

Illustrates the purposes and values of using different types of descriptive devices such as charts, graphs, filmstrips, illustrated reports, etc.

II. Affective Goals

1. Shares talents to help others in the community through work with community agencies or community action groups.

Provides opportunities for pupils to become acquainted with community problems and community agencies which are working to overcome them.

Identifies community agencies working to alleviate community problems.

Uses people from the community to explain what agencies are trying to do.

Develops a respect for people from different community agencies who are willing to work with students.

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spoken,

See competencies in separate background paper on the cognitive area

Also:

Makes sure that all points of view are presented and that critical comments are examined to help pupils understand possible reasons for information presented. Avoids situations which might antagonize community members.

See competencies in separate background paper on the cognitive area.

Identifies precautions which may be needed in evaluating sources of information, particularly in small towns or urban areas. Can explain ways of handling critical evaluation without antagonizing people.

Identifies criteria to use in handling controversial issues.

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of

See competencies identified in separate background paper on cognitive area.

Also:

Gives students opportunities to classify data for particular purposes.

Uses a discussion strategy designed to help pupils classify or organize.

Identifies the steps to follow in a discussion strategy designed to help pupils categorize or organize.

Illustrates the purposes and values of using different types of descriptive devices such as charts, graphs, film-strips, illustrated reports, etc.

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Provides opportunities for pupils to become acquainted with community problems and community agencies which are working to overcome them.

Identifies community problems and agencies working to alleviate them.

Uses people from the community to explain what agencies are trying to do.

Develops a resource file of people in the community who can discuss the work of different agencies, who speak well, and who are willing to volunteer time to speak with students.

		Identifies steps resource people as be interviewed.
2. Views social science data with caution; evaluates information and sources of information before accepting conclusions of source of arriving at own conclusions.	Provides opportunities for pupils to participate in the work of local agencies.	Identifies types of which pupils may do the work of community.
	Provides pupils with feedback about their effectiveness in communicating with people and in working with the agencies.	Can explain the importance of the learning process.
	Provides opportunities for pupils to exchange ideas and information about their work. Relates this community work to other work in course when possible.	
	When pupils engage in investigations to gain information about the community, asks them to evaluate the ways in which they have collected their data and the completeness of their data.	Can explain the importance of evaluation of information if caution in arriving at social science data.
	As pupils study materials provided by local groups or reported in newspapers, asks them to look for other sources and to examine all sources carefully. Uses examples to illustrate the need for evaluating information.	
	Models the desired behavior.	Can explain the use of reinforcement in effecting behavioral change.
	Reinforces behavior when pupils raise questions about sources, particularly when they do so without being asked to evaluate them.	Can explain the use of reinforcement in effecting behavioral change.

Provides opportunities for pupils to participate in the work of local agencies.

Provides pupils with feedback about their effectiveness in communicating with people and in working with the agencies.

Provides opportunities for pupils to exchange ideas and information about their work. Relates this community work to other work in course when possible.

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Models the desired behavior.

Reinforces behavior when pupils raise questions about sources, particularly when they do so without being asked to evaluate them.

Identifies steps to follow when using resource people as speakers or as people to be interviewed.

Identifies types of action activities in which pupils may engage in connection with the work of community agencies.

Can explain the importance of feedback to the learning process.

Can explain the importance of frequent evaluation of information and limitations of information if pupils are to learn caution in arriving at conclusions from social science data.

Can explain the use of modeling behavior to effect behavioral change.

Can explain the use of reinforcement in effecting behavioral change; identifies ways of reinforcing behavior.

3. Rejects single-factor causation of complex problems and also rejects panaceas for such problems.

Provides pupils with opportunities to investigate in some depth one or more social problems in the community. Asks them to hypothesize about causes of the problem and to test their hypotheses against data collected in the community or in other places with similar problems. Interjects other possible causes for study if pupils tend to restrict their hypotheses to one or only several possible causes. Also asks pupils to hypothesize about the consequences of following alternative courses of action and to test these hypotheses against the best data available from similar situations.

Identifies problem-solving development causes of analysis of and which sequences of tatives.

Gives pupils opportunities to investigate the historical development of community agencies or past attempts to solve certain problems. Encourages them to look for the unanticipated consequences of such reforms.

Studies local reforms in

Models the desired behavior.

Can explain movements sometimes consequence

Reinforces pupils who exhibit the desired behavior.

Can explain to effect behavior

4. Organizes and carries out action programs in the community.

Encourages pupils to discover community problems and to work out possible action programs to alleviate the problems. However, emphasizes the importance of studying the problem, its causes, and alternative courses of action prior to planning and engaging in action.

Can explain effect behavior of reinforcement

Models the behavior in community affairs.

Can explain to effect behavior

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jects

Provides pupils with opportunities to investigate in some depth one or more social problems in the community. Asks them to hypothesize about causes of the problem and to test their hypotheses against data collected in the community or in other places with similar problems. Interjects other possible causes for study if pupils tend to restrict their hypotheses to one or only several possible causes. Also asks pupils to hypothesize about the consequences of following alternative courses of action and to test these hypotheses against the best data available from similar situations.

Gives pupils opportunities to investigate the historical development of community agencies or past attempts to solve certain problems. Encourages them to look for the unanticipated consequences of such reforms.

Models the desired behavior.

Reinforces pupils who exhibit the desired behavior.

Encourages pupils to discover community problems and to work out possible action programs to alleviate the problems. However, emphasizes the importance of studying the problem, its causes, and alternative courses of action prior to planning and engaging in action.

Models the behavior in community affairs.

Identifies the steps to follow in some problem-solving model which asks for the development and testing of hypotheses about causes of the problem before any thorough analysis of alternative courses of action and which calls for the prediction of consequences of following different alternatives.

Studies local agencies and the history of reforms in the local community.

Can explain the way in which reform movements sometimes lead to unanticipated consequences.

Can explain the use of modeling behavior to effect behavioral change.

Can explain the use of reinforcement to effect behavioral change; identifies ways of reinforcing behavior.

Can explain the steps to follow in using some model of problem-solving which includes analysis of causes and alternatives and the prediction of consequences from following different alternatives.

Can explain the use of modeling behavior to effect behavioral change.

PART TWO: COMPETENCIES INDIRECTLY RELATED TO GOALS FOR PUPILS

Not all learning occurs in the classroom. The social studies teacher plays a teaching role, the community, in non-class activities in the school and in the community. Communities operate on behavior to achieve many goals. Teacher participation in the pursuit of common goals, whether local or national, provides a model for pupils.

A school is limited in what it can do by way of instituting curricular change of programs unless the school does not maintain good relationships with members of the community. Consequently, the teacher must work to promote good community-school relationships in many ways.

A school is a social institution. It engages in far more than just class activities. It cannot succeed unless all staff members cooperate with each other and assume their fair share of non-class responsibilities.

Much curriculum change involves cooperative efforts by teachers from different areas of instruction. In order to develop useful curricular programs, teachers must demonstrate a willingness to work on curricular development, and a willingness to make changes in the way he/she has been teaching.

Both society and the social sciences are changing at an ever-more rapid pace. Teachers cannot expect to have all the competencies they need as the result of college training, nor can they expect to operate effectively without persistent efforts to keep up with new literature in the social sciences, with current affairs in educational thought. The professional teacher engages in many activities to achieve greater personal growth as a means of helping pupils achieve the goals identified for the social studies program.

A. COMPETENCIES IN THE AREA OF COMMUNITY-SCHOOL RELATIONSHIPS

BEHAVIORS IN RELATIONSHIP TO COMMUNITY	COMPETENCIES WHICH CONTRIBUTE TO BEHAVIOR
1. Maintains effective communication with parents and other members of the community in his work as a member of the school staff. a. Secures cooperation of parents in school activities. 1) Encourages parental involvement in the curricular and extra-curricular parts of the school program.	Can explain the importance of effective communication with parents and community if a school is to have a strong educational program for pupils. Can explain the advantages of obtaining cooperation of adults in some of school activities and of involving them to the best advantage.

Part Two: Competencies Indirectly Related to Goals for Pupils

in the classroom. The social studies teacher plays a teaching role, along with other citizens in the school and in the community. Communities operate on the principle of collective teacher participation in the pursuit of common goals, whether local, state, or national, pro-

it can do by way of instituting curricular change of programs outside the classroom if the relationships with members of the community. Consequently, the teacher should be able to pro-
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s to make changes in the way he/she has been teaching.

ciences are changing at an ever-more rapid pace. Teachers cannot hope to develop all of the it of college training, nor can they expect to continue to operate throughout their careers up with new literature in the social sciences, with current affairs, and with developments sional teacher engages in many activities to achieve greater proficiency in his teaching ve the goals identified for the social studies program.

Competencies in the Area of Community-School Relationships

COMPETENCIES WHICH CONTRIBUTE TO ABILITY TO DEMONSTRATE THESE BEHAVIORS
ion with parents and in his work as a member
nts in school activities. vement in the curricular ts of the school program.

Can explain the importance of effective communication with parents and community if a school is to be able to develop a strong educational program for pupils.

Can explain the advantages of obtaining help from community adults in some of school activities. Can also explain ways of involving them to the best advantage.

- 2) Secures parental consent in writing for taking their children on fieldtrips or sending them on interviews.
- 3) Works with community liaison people in planning and developing programs or policy statements such as a statement on the handling of controversial issues in the school.

b. Keeps parents informed of their children's progress and of special aspects of the school's programs in which they are involved.

- 1) Encourages parents to visit regular classes and special school events.
- 2) Conducts individual and group conferences with parents in such a way as to increase understanding of the school program and the staff's concern for their children's welfare.
- 3) Interprets important aspects of social studies offerings at open house programs or PTA meetings.
- 4) Keeps parents and public informed of school activities through bulletins, class letters, and newspaper articles.
- 5) At times visits pupils' homes to talk with parents and gain an additional perspective on pupils' backgrounds.

c. Works within school policies as well as policies established by the PTA or other cooperating groups in carrying out activities in the community and other extra-curricular programs.

Identifies steps which should be taken to gain parental consent to sending children on fieldtrips. Can explain the legal requirements and provides other safeguards to children's safety and advantages of program.

Can explain the importance of working with community leaders for school improvement.

Identifies community leaders who are active in the community and who should be consulted in planning programs and policy statements.

Identifies criteria to use in evaluating parents.

Can explain the importance of keeping parents informed on their children's progress and of the school's programs. Identifies ways of doing this such as grade reports.

Communicates effectively on a variety of topics to different groups.

Speaks well in front of large groups.

Communicates effectively in writing.

Can explain the importance of keeping the community informed about special events and activities.

Can explain the importance of visiting pupils' homes to gain additional perspective on pupils' backgrounds and to help the child and learning more about the child's interests and abilities.

Can explain the importance of working with community members for such programs.

it in writing for taking
trips or sending them on

Identifies steps which should be taken in obtaining parental consent to sending children on interviews or taking them on fieldtrips. Can explain the legal necessity for doing so. Provides other safeguards to convince parents of safety and advantages of program.

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Can explain the importance of obtaining the backing and help of community leaders for school programs and policies.

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Can explain the importance of providing feedback to parents on their children's progress and on their activities in school. Identifies ways of doing so other than sending home grade reports.

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e programs or PTA meetings.

Communicates effectively on a one to one basis or in small groups.

atic informed of school activi-
s, class letters, and news-

Speaks well in front of large groups.

' homes to talk with parents
perspective on pupils' back-

Communicates effectively in writing.

ies as well as policies
other cooperating groups in
n community and other

Can explain the importance of keeping parents and the community informed about special aspects of the school's program.

Can explain the importance of communicating interest in the child and learning more about a child's background.

Can explain the importance of obtaining cooperation among community members for such programs.

- d. Displays tact and discretion when dealing with community members concerning school functions and problems.
- 2. Is active in community affairs and gets to know members of the community in a capacity different from that of a teacher-parent relationship.
 - a. Participates in various community groups, including organizations working with youth outside of the school setting as well as those unrelated to work with young people.
 - b. Participates in community activities such as celebrations, social affairs, drives, etc.
 - c. In role as a community member, helps explain the school program and so enlists community support. Assists lay groups in understanding modern education.
 - 1) Initiates opportunities to discuss educational problems and accomplishments with friends, neighbors, and community acquaintances. Or explains when asked about school.
 - 2) Accepts invitations to speak upon educational subjects.
 - 3) Displays tact and discretion when speaking about other staff members or the school.

Identifies types of things which members.

Presented with a video tape of a or a teacher-community group meet which the teacher does which might community members and those which wo between school and community.

Can explain the importance of get members in unofficial settings, b tion as a member of the community respect and therefore support for school.

cretion when dealing with commun-
g school functions and problems.

Identifies types of things which would antagonize community members.

Presented with a video tape of a teacher-parent conference or a teacher-community group meeting, identifies those things which the teacher does which might antagonize parents or community members and those which would promote good relations between school and community.

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pacity different from that of a
hip.

Can explain the importance of getting to know community members in unofficial settings, both for personal satisfaction as a member of the community and in terms of gaining respect and therefore support for his/her program in the school.

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s or the school.

B. PROFESSIONAL RELATIONSHIPS WITH SCHOOL STAFF

BEHAVIORS IN RELATIONSHIPS TO SCHOOL STAFF	COMPETENCIES WHICH CONTRIBUTE TO A BEHAVIOR
1. Works in a professional way with colleagues on the staff and with administrative officials.	Can explain the importance of main other staff members if one is to b
a. Is friendly, cheerful, and helpful; does not criticize other staff members unprofessionally.	
b. Attends programs and events sponsored by other staff members; informs them of programs he is sponsoring.	Can explain the importance of demo curricular activities, whether one or not.
c. Makes arrangements with staff and administrators well ahead of time if any special program which he/she is sponsoring will interfere with the regular activities of students.	Can explain the need for making pr programs well ahead of time. Ident ments which should be made.
d. Shows flexibility in modifying plans and procedures to fit those of the entire school.	
e. Accepts constructive criticisms and attempts to improve his own teaching effectiveness.	Identifies some of the jobs of sup in a school system. Can explain th
2. Accepts his share of responsibility on staff committees, in planning and supervising extra-curricular activities and other out-of-class activities, in carrying out administrative responsibilities related to class, home-room, or other non-class activities.	Can explain the need for all teach competencies beyond those which they service training.
3. Works with other staff members on curriculum development or evaluation programs.	Identifies many of the types of re members must assume if a school is provide for pupils' needs.
	Identifies educational goals which teachers in all areas.

B. PROFESSIONAL RELATIONSHIPS WITH SCHOOL STAFF

IPS TO SCHOOL STAFF	COMPETENCIES WHICH CONTRIBUTE TO ABILITY TO DEMONSTRATE THESE BEHAVIORS
with colleagues on the staff officials.	Can explain the importance of maintaining good relations with other staff members if one is to be effective as a teacher.
is helpful; does not criticize professionally.	
its sponsored by other staff programs he is sponsoring.	Can explain the importance of demonstrating interest in extra-curricular activities, whether one is the sponsor or advisor or not.
staff and administrators well ficial program which he/she is e with the regular activities	Can explain the need for making preparations for special programs well ahead of time. Identifies some of the arrangements which should be made.
ifying plans and procedures re school.	
ticisms and attempts to effectiveness.	Identifies some of the jobs of supervisors and administrators in a school system. Can explain their role in supervision.
	Can explain the need for all teachers to increase their competencies beyond those which they have acquired in pre-service training.
sibility on staff committees, extra-curricular activities ivities, in carrying out ties related to class, home- ctivities.	Identifies many of the types of responsibilities which staff members must assume if a school is to run efficiently and to provide for pupils' needs.
bers on curriculum development	Identifies educational goals which require cooperation of teachers in all areas.

- a. Appreciates the role other disciplines play in a student's educational experiences and cooperates with staff members in those disciplines upon joint projects. Identifies topics and prob an interdisciplinary stand
- b. Works on curriculum development projects in social studies or across discipline lines. Explains specific ways of special projects, correlat units.
- 4. Works effectively within the school structure, but also is effective as a change agent when the need arises.
 - a. Identifies the people who must be consulted or kept informed about things which one is doing. Identifies common steps to Demonstrates ability to wo manner.
 - b. Identifies those who can help obtain needed resources or effect changes. Can explain the need for s of a new curricular progra
 - c. Demonstrates familiarity with handbook for teachers and/or for pupils. Can also explain the advan development of such a pro
 - 1) Follows proper procedures when asking for materi als, arranging for outside speakers, etc. Draws upon knowledge of so the formal and the informa which one is teaching.
 - 2) Helps enforce school rules; does not decide on his own to enforce only certain ones. Works to gain faculty and administrative support for changes in rules if such changes seem important. Identifies the specific pro
 - d. Demonstrates a capacity to become a leader for change when change seems important. Identifies and can explain
 - 1) Assumes leadership in curricular development pro jects or other programmatic changes. Identifies and can explain

le other disciplines play in a
nal experiences and cooperates with
ose disciplines upon joint projects.

m development projects in social
discipline lines.

in the school structure, but also
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ngs which one is doing.

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for outside speakers, etc.

chool rules; does not decide on his
only certain ones. Works to gain
inistrative support for changes in
hanges seem important.

acity to become a leader for change
important.

hin in curricular development pro-
matic changes.

Identifies topics and problems which might be approached from
an interdisciplinary standpoint.

Explains specific ways of working with other disciplines on
special projects, correlation of units, or interdisciplinary
units.

Identifies common steps to follow in curriculum development.
Demonstrates ability to work on each of them in an effective
manner.

Can explain the need for some compromise in the development
of a new curricular program.

Can also explain the advantages of group thinking in the
development of such a program.

Draws upon knowledge of social organizations to identify both
the formal and the informal structure of the school system in
which one is teaching.

Can explain the need for some rules and procedures in the
operation of any social organization.

Identifies the specific procedures to be followed.

Identifies and can explain the school rules.

Identifies and can explain generalizations about factors
promoting and factors hindering change. Also identifies
generalizations about ways in which individuals can in-
crease their chances for success in inducing change.

- 2) Persuades others to experiment with some changes.
- 3) Facilitates change by helping those who feel insecure or fear change.

C PROFESSIONAL ACTIVITIES TO IMPROVE PERSONAL COMPETENCE AS A TEACHER

BEHAVIORS WHICH PROVIDE FOR PROFESSIONAL GROWTH

COMPETENCIES WHICH FACILITATE

1. Joins professional organizations at the local, state and national level and participates in their work.
 - a. Attends meetings and conferences.
 - b. Helps plan conferences or special meetings.
 - c. Serves on committees of organization.
 - d. At times helps make a presentation at one of the conferences.
 - e. Reads the journals of such professional organizations.
2. Follows current affairs.
 - a. Reads newspapers, current news magazines, and magazines representing various opinions about current affairs.
 - b. Reads books dealing with current problems.
 - c. Views or listens to news programs on TV or radio.
3. Participates in various activities to improve own knowledge of the social sciences and to keep up with changes in these fields.

Identifies professional organizations related to social studies teaching.

Can explain the purposes and activities of organizations.

Can explain the importance of following current affairs as a social studies teacher.

Identifies different sources of information and identifies the bias of each.

Can explain the necessity of keeping up with changes in the social sciences because of the rapid changes in these fields.

to experiment with some changes.

ge by helping those who feel
change.

C PROFESSIONAL ACTIVITIES TO IMPROVE PERSONAL COMPETENCE AS A TEACHER

VIDE FOR PROFESSIONAL GROWTH	COMPETENCIES WHICH FACILITATE FURTHER PROFESSIONAL BEHAVIORS
onizations at the local, state and ticipates in their work.	Identifies professional organizations, particularly those related to social studies teachers.
d conferences.	Can explain the purposes and activities of each of these organizations.
ces or special meetings.	
s of organization.	
a presentation at one of the con-	
of such professional organizations.	
s.	Can explain the importance of keeping up with the news if one is a social studies teacher.
urrent news magazines, and maga- various opinions about current	Identifies different sources of information about the news; identifies the bias of each.
with current problems.	
news programs on TV or radio.	
s activities to improve own knowl- ences and to keep up with changes	Can explain the necessity of further reading and study of the social sciences because of the rapid changes in these fields.

- a. Reads books on a fairly regular basis.
- b. Takes college or in-service courses designed to increase knowledge of one or more of the social sciences.
- c. Travels to widen own knowledge of other places and peoples.
- d. Reads magazines published by professional groups of social scientists; uses their bibliographies to help select books to read.

4. Participates in other activities to keep abreast of new educational developments.

- a. Takes college or in-service courses designed to increase knowledge of such developments.
- b. Reads widely about new developments in books and magazines.
- c. Examines and tries out parts of new curricular projects.

5. Tries out new ideas in the classroom, and gets constructive criticism from others. Also uses some system of self-evaluation.

- a. Does not react negatively to constructive criticism.
- b. Cooperates with other teachers on learning new ways of doing things.
- c. Uses a video tape or sound tape of a discussion or other activities in own classroom. Uses some analysis system to analyze pupils' thinking, interaction in the classroom, the classroom atmosphere, and factors which might have improved any of them.

Identifies weak areas in own prep to overcome them.

Can explain the necessity of following the light of rapid changes in education.

Identifies some of the magazines useful for keeping up with educational developments.

Identifies new curricular projects and them.

Can explain the need for feedback.

Demonstrates flexibility and feels out many ideas in student teaching position. Demonstrates willingness to accept criticism and to try to put it into practice.

Identifies several systems of analysis and interaction. Can explain the uses and purposes.

Uses such systems to analyze transactions or video-tapes of class activities.

lar basis.

Identifies weak areas in own preparation and plans program to overcome them.

courses designed to insure more of the social sciences.

ge of other places and

professional groups of
r bibliographies to help

s to keep abreast of new

Can explain the necessity of following new developments in the light of rapid changes in education.

courses designed to insure developments.

Identifies some of the magazines which are particularly useful for keeping up with educational developments.

developments in books and

Identifies new curricular projects and sources for locating them.

of new curricular pro-

room, and gets constructed some system of

Can explain the need for feedback in the learning process.

constructive criticism.

Demonstrates flexibility and feelings of security by trying out many ideas in student teaching prior to taking a teaching position. Demonstrates willingness to accept constructive criticism and to try to put it into effect.

rs on learning new ways

Identifies several systems of analyzing classroom thinking and interaction. Can explain the use of each and its specific purposes.

ape of a discussion or
sroom. Uses some analysis
inking, interaction in
atmosphere, and factors
y of them.

Uses such systems to analyze transcripts of classroom discussions or video-tapes of class activities.

- 6. Reads widely in books for pupils of age which one is teaching. Also previews new audio-visual materials for them.
 - Can explain the importance of them prior to use.
- 7. Uses organizations to find out more about curricular developments and resources for pupils.
 - a. Uses state agencies and, where available, help from colleges and universities.
 - b. Uses resource center in area.
 - c. Becomes acquainted with local and school library materials in own field.
 - d. Secures help of librarians and uses library reference works to locate appropriate materials.
 - Identifies any state agency or consultative help and/or show materials and materials for pu
 - Examines local library resource resources. Identifies referenc ials.

of age which one is
o-visual materials for

Can explain the importance of using multi-media and evaluating
them prior to use.

more about curricular
pupils.

Identifies any state agency or organization which can provide
consultative help and/or show or demonstrate new curriculum
materials and materials for pupils.

available, help from

Examines local library resources as well as school library
resources. Identifies reference tools for locating new mater-
ials.

and school library mater-

nd uses library reference
materials.

3. Rejects single-factor causation of complex problems and also rejects panaceas for such problems.

Provides pupils with opportunities to investigate in some depth one or more social problems in the community. Asks them to hypothesize about causes of the problem and to test their hypotheses against data collected in the community or in other places with similar problems. Interjects other possible causes for study if pupils tend to restrict their hypotheses to one or only several possible causes. Also asks pupils to hypothesize about the consequences of following alternative courses of action and to test these hypotheses against the best data available from similar situations.

Identifies the problem-solving development causes of the analysis of and which consequences of alternatives.

Gives pupils opportunities to investigate the historical development of community agencies or past attempts to solve certain problems. Encourages them to look for the unanticipated consequences of such reforms.

Studies local reforms in the community. Can explain the sometimes unanticipated consequences.

Models the desired behavior.

Can explain the effect behavior has on the environment.

Reinforces pupils who exhibit the desired behavior.

Can explain the effect behavior has on the environment. Reinforcement.

4. Organizes and carries out action programs in the community.

Encourages pupils to discover community problems and to work out possible action programs to alleviate the problems. However, emphasizes the importance of studying the problem, its causes, and alternative courses of action prior to planning and engaging in action.

Models the behavior in community affairs.

Can explain some model of the analysis of the problem and the predicting different outcomes.

Can explain the effect behavior has on the environment.

Provides pupils with opportunities to investigate in some depth one or more social problems in the community. Asks them to hypothesize about causes of the problem and to test their hypotheses against data collected in the community or in other places with similar problems. Interjects other possible causes for study if pupils tend to restrict their hypotheses to one or only several possible causes. Also asks pupils to hypothesize about the consequences of following alternative courses of action and to test these hypotheses against the best data available from similar situations.

Gives pupils opportunities to investigate the historical development of community agencies or past attempts to solve certain problems. Encourages them to look for the unanticipated consequences of such reforms.

Models the desired behavior.

Reinforces pupils who exhibit the desired behavior.

Encourages pupils to discover community problems and to work out possible action programs to alleviate the problems. However, emphasizes the importance of studying the problem, its causes, and alternative courses of action prior to planning and engaging in action.

Models the behavior in community

Identifies the steps to follow in some problem-solving model which asks for the development and testing of hypotheses about causes of the problem before any thorough analysis of alternative courses of action and which calls for the prediction of consequences of following different alternatives.

Studies local agencies and the history of reforms in the local community.

Can explain the way in which reform movements sometimes lead to unanticipated consequences.

Can explain the use of modeling behavior to effect behavioral change.

Can explain the use of reinforcement to effect behavioral change; identifies ways of reinforcing behavior.

Can explain the steps to follow in using some model of problem-solving which includes analysis of causes and alternatives and the prediction of consequences from following different alternatives.

Can explain the use of modeling behavior to effect behavioral change.

PART TWO: COMPETENCIES INDIRECTLY RELATED TO GOALS FOR PUPILS

Not all learning occurs in the classroom. The social studies teacher plays a teaching role in the community, in non-class activities in the school and in the community. Communities operate behavior to achieve many goals. Teacher participation in the pursuit of common goals, whether it provides a model for pupils.

A school is limited in what it can do by way of instituting curricular change if the school does not maintain good relationships with members of the community. Consequently, the more good community-school relationships in many ways.

A school is a social institution. It engages in far more than just class activities. If staff members cooperate with each other and assume their fair share of non-class responsibilities,

Much curriculum change involves cooperative efforts by teachers from different areas of the school. To develop useful curricular programs, teachers must demonstrate a willingness to work on curriculum development, and a willingness to make changes in the way he/she has been teaching.

Both society and the social sciences are changing at an ever-more rapid pace. Teachers do not have the competencies they need as the result of college training, nor can they expect to continue to function effectively without persistent efforts to keep up with new literature in the social sciences, with current trends in educational thought. The professional teacher engages in many activities to achieve great success as a means of helping pupils achieve the goals identified for the social studies program.

A. COMPETENCIES IN THE AREA OF COMMUNITY-SCHOOL RELATIONSHIPS

BEHAVIORS IN RELATIONSHIP TO COMMUNITY	COMPETENCIES WHICH CONTRIBUTE TO THESE BEHAVIORS
<ul style="list-style-type: none">1. Maintains effective communication with parents and other members of the community in his work as a member of the school staff.2. Secures cooperation of parents in school activities.<ul style="list-style-type: none">1) Encourages parental involvement in the curricular and extra-curricular parts of the school program.	<p>Can explain the importance of parents and community if a strong educational program is to be successful.</p> <p>Can explain the advantages of adults in some of school activities of involving them to the best advantage.</p>

TWO: COMPETENCIES INDIRECTLY RELATED TO GOALS FOR PUPILS

classroom. The social studies teacher plays a teaching role, along with other citizens in the school and in the community. Communities operate on the principle of collective participation in the pursuit of common goals, whether local, state, or national, pro-

can do by way of instituting curricular change of programs outside the classroom if the relationships with members of the community. Consequently, the teacher should be able to pro-ships in many ways.

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s cooperative efforts by teachers from different areas of instruction. If a school is to teachers must demonstrate a willingness to work on curricular change, skills in curric-to make changes in the way he/she has been teaching.

iences are changing at an ever-more rapid pace. Teachers cannot hope to develop all of the t of college training, nor can they expect to continue to operate throughout their careers up with new literature in the social sciences, with current affairs, and with developments sional teacher engages in many activities to achieve greater proficiency in his teaching e the goals identified for the social studies program.

COMPETENCIES IN THE AREA OF COMMUNITY-SCHOOL RELATIONSHIPS

BEHAVIOR P TO COMMUNITY	COMPETENCIES WHICH CONTRIBUTE TO ABILITY TO DEMONSTRATE THESE BEHAVIORS
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in his work as a member

Can explain the importance of effective communication with parents and community if a school is to be able to develop a strong educational program for pupils.

nts in school activities.
vement in the curricular
ts of the school program.

Can explain the advantages of obtaining help from community adults in some of school activities. Can also explain ways of involving them to the best advantage.

2) Secures parental consent in writing for taking their children on fieldtrips or sending them on interviews.

Identifies steps which should be consent to sending children on fieldtrips. Can explain the legal advantages of program.

3) Works with community liaison people in planning and developing programs or policy statements such as a statement on the handling of controversial issues in the school.

Can explain the importance of obtaining the support of community leaders for school programs.

b. Keeps parents informed of their children's progress and of special aspects of the school's programs in which they are involved.

Identifies community leaders who are active in the community and who should be consulted in developing programs and policy statements.

1) Encourages parents to visit regular classes and special school events.

Identifies criteria to use in having parents visit school.

2) Conducts individual and group conferences with parents in such a way as to increase understanding of the school program and the staff's concern for their children's welfare.

Can explain the importance of parental involvement in their children's progress and welfare in school. Identifies ways of doing this such as grade reports.

3) Interprets important aspects of social studies offerings at open house programs or PTA meetings.

Communicates effectively on a one-to-one basis with parents and community groups.

4) Keeps parents and public informed of school activities through bulletins, class letters, and newspaper articles.

Speaks well in front of large groups.

5) At times visits pupils' homes to talk with parents and gain an additional perspective on pupils' backgrounds.

Communicates effectively in writing to parents and the community.

c. Works within school policies as well as policies established by the PTA or other cooperating groups in carrying out activities in the community and other extra-curricular programs.

Can explain the importance of cooperation with community members for such programs.

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Identifies steps which should be taken in obtaining parental consent to sending children on interviews or taking them on fieldtrips. Can explain the legal necessity for doing so. Provides other safeguards to convince parents of safety and advantages of program.

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- d. Displays tact and discretion when dealing with community members concerning school functions and problems.
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 - a. Participates in various community groups, including organizations working with youth outside of the school setting as well as those unrelated to work with young people.
 - Can explain the importance of get members in unofficial settings, b tion as a member of the community respect and therefore support for school.
 - b. Participates in community activities such as celebrations, social affairs, drives, etc.
 - c. In role as a community member, helps explain the school program and so enlists community support. Assists lay groups in understanding modern education.
 - 1) Initiates opportunities to discuss educational problems and accomplishments with friends, neighbors, and community acquaintances. Or explains when asked about school.
 - 2) Accepts invitations to speak upon educational subjects.
 - 3) Displays tact and discretion when speaking about other staff members or the school.

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B. PROFESSIONAL RELATIONSHIPS WITH SCHOOL STAFF

BEHAVIORS IN RELATIONSHIPS TO SCHOOL STAFF	COMPETENCIES WHICH CONTRIBUTE TO BEHAVIOR
1. Works in a professional way with colleagues on the staff and with administrative officials.	Can explain the importance of working with other staff members if one is transferred.
a. Is friendly, cheerful, and helpful; does not criticize other staff members unprofessionally.	
b. Attends programs and events sponsored by other staff members; informs them of programs he is sponsoring.	Can explain the importance of attending curricular activities, whether or not.
c. Makes arrangements with staff and administrators well ahead of time if any special program which he/she is sponsoring will interfere with the regular activities of students.	Can explain the need for making arrangements well ahead of time. Identifies documents which should be made.
d. Shows flexibility in modifying plans and procedures to fit those of the entire school.	
e. Accepts constructive criticisms and attempts to improve his own teaching effectiveness.	Identifies some of the jobs of staff members in a school system. Can explain the need for all competencies beyond those which the teacher receives in service training.
2. Accepts his share of responsibility on staff committees, in planning and supervising extra-curricular activities and other out-of-class activities, in carrying out administrative responsibilities related to class, home-room, or other non-class activities.	Identifies many of the types of responsibilities staff members must assume if a school is to provide for pupils' needs.
3. Works with other staff members on curriculum development or evaluation programs.	Identifies educational goals which teachers in all areas.

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ability on staff committees, extra-curricular activities etc., in carrying out responsibilities related to class, home-activities.	Identifies many of the types of responsibilities which staff members must assume if a school is to run efficiently and to provide for pupils' needs.
s on curriculum development	Identifies educational goals which require cooperation of teachers in all areas.

- a. Appreciates the role other disciplines play in a student's educational experiences and cooperates with staff members in those disciplines upon joint projects.
 - Identifies topics and problems wh an interdisciplinary standpoint.
- b. Works on curriculum development projects in social studies or across discipline lines.
 - Explains specific ways of working special projects, correlation of units.
 - Identifies common steps to follow. Demonstrates ability to work on e manner.
 - Can explain the need for some com of a new curricular program.
 - Can also explain the advantages o development of such a program.
- 4. Works effectively within the school structure, but also is effective as a change agent when the need arises.
 - a. Identifies the people who must be consulted or kept informed about things which one is doing.
 - Draws upon knowledge of social or the formal and the informal struc which one is teaching.
 - b. Identifies those who can help obtain needed resources or effect changes.
 - Can explain the need for some rul operation of any social organizat
 - c. Demonstrates familiarity with handbook for teachers and/or for pupils.
 - Identifies the specific procedure
 - 1) Follows proper procedures when asking for materi als, arranging for outside speakers, etc.
 - Identifies and can explain the sc
 - 2) Helps enforce school rules; does not decide on his own to enforce only certain ones. Works to gain faculty and administrative support for changes in rules if such changes seem important.
 - Identifies and can explain genera promoting and factors hindering c generalizations about ways in whi crease their chances for success
 - d. Demonstrates a capacity to become a leader for change when change seems important.
 - Identifies and can explain genera promoting and factors hindering c generalizations about ways in whi crease their chances for success
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Other disciplines play in a
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who must be consulted or kept
informed of what each one is doing.

can help obtain needed resources

with handbook for teachers

dures when asking for material outside speakers, etc.

rules; does not decide on his certain ones. Works to gain trative support for changes in es seem important.

to become a leader for change
ttant.

in curricular development problems.

Identifies topics and problems which might be approached from an interdisciplinary standpoint.

Explains specific ways of working with other disciplines on special projects, correlation of units, or interdisciplinary units.

Identifies common steps to follow in curriculum development. Demonstrates ability to work on each of them in an effective manner.

Can explain the need for some compromise in the development of a new curricular program.

Can also explain the advantages of group thinking in the development of such a program.

Draws upon knowledge of social organizations to identify both the formal and the informal structure of the school system in which one is teaching.

Can explain the need for some rules and procedures in the operation of any social organization.

Identifies the specific procedures to be followed.

Identifies and can explain the school rules.

Identifies and can explain generalizations about factors promoting and factors hindering change. Also identifies generalizations about ways in which individuals can increase their chances for success in inducing change.

- 2) Persuades others to experiment with some changes.
- 3) Facilitates change by helping those who feel insecure or fear change.

C PROFESSIONAL ACTIVITIES TO IMPROVE PERSONAL COMPETENCE AS A TEACHER

BEHAVIORS WHICH PROVIDE FOR PROFESSIONAL GROWTH	COMPETENCIES WHICH FACILITATE
1. Joins professional organizations at the local, state and national level and participates in their work. <ol style="list-style-type: none">a. Attends meetings and conferences.b. Helps plan conferences or special meetings.c. Serves on committees of organization.d. At times helps make a presentation at one of the conferences.e. Reads the journals of such professional organizations.	Identifies professional organizations related to social studies teaching Can explain the purposes and activities of organizations.
2. Follows current affairs. <ol style="list-style-type: none">a. Reads newspapers, current news magazines, and magazines representing various opinions about current affairs.b. Reads books dealing with current problems.c. Views or listens to news programs on TV or radio.	Can explain the importance of keeping up with what is a social studies teacher.
3. Participates in various activities to improve own knowledge of the social sciences and to keep up with changes in these fields.	Identifies different sources of information and identifies the bias of each.
	Can explain the necessity of frequent study of the social sciences because of the rapid changes in these fields.

experiment with some changes.

by helping those who feel
change.

PROFESSIONAL ACTIVITIES TO IMPROVE PERSONAL COMPETENCE AS A TEACHER

E FOR PROFESSIONAL GROWTH

COMPETENCIES WHICH FACILITATE FURTHER PROFESSIONAL BEHAVIORS

zations at the local, state and
ipates in their work.

Identifies professional organizations, particularly those
related to social studies teachers.

onferences.

Can explain the purposes and activities of each of these
organizations.

or special meetings.

f organization.

presentation at one of the con-

such professional organizations.

Can explain the importance of keeping up with the news if one
is a social studies teacher.

Identifies different sources of information about the news;
identifies the bias of each.

ith current problems.

ews programs on TV or radio.

activities to improve own knowl-
ces and to keep up with changes

Can explain the necessity of further reading and study of the
social sciences because of the rapid changes in these fields.

- a. Reads books on a fairly regular basis.
- b. Takes college or in-service courses designed to increase knowledge of one or more of the social sciences.
- c. Travels to widen own knowledge of other places and peoples.
- d. Reads magazines published by professional groups of social scientists; uses their bibliographies to help select books to read.

4. Participates in other activities to keep abreast of new educational developments.

- a. Takes college or in-service courses designed to increase knowledge of such developments.
- b. Reads widely about new developments in books and magazines.
- c. Examines and tries out parts of new curricular projects.

5. Tries out new ideas in the classroom, and gets constructive criticism from others. Also uses some system of self-evaluation.

- a. Does not react negatively to constructive criticism.
- b. Cooperates with other teachers on learning new ways of doing things.
- c. Uses a video tape or sound tape of a discussion or other activities in own classroom. Uses some analysis system to analyze pupils' thinking, interaction in the classroom, the classroom atmosphere, and factors which might have improved any of them.

Identifies weak areas in own preparation to overcome them.

Can explain the necessity of following the light of rapid changes in education.

Identifies some of the magazines useful for keeping up with educational developments.

Identifies new curricular projects and them.

Can explain the need for feedback.

Demonstrates flexibility and feels out many ideas in student teaching position. Demonstrates willingness to accept criticism and to try to put it into practice.

Identifies several systems of analysis and interaction. Can explain the uses of these for various purposes.

Uses such systems to analyze transcripts or video-tapes of classroom activities.

ular basis.

Identifies weak areas in own preparation and plans program to overcome them.

courses designed to increase knowledge of the social sciences.

edge of other places and

professional groups of their bibliographies to help

es to keep abreast of new developments.

Can explain the necessity of following new developments in the light of rapid changes in education.

courses designed to involve developments.

Identifies some of the magazines which are particularly useful for keeping up with educational developments.

developments in books and

Identifies new curricular projects and sources for locating them.

s of new curricular pro-

ssroom, and gets constructive feedback. Also uses some system of

Can explain the need for feedback in the learning process.

o constructive criticism.

Demonstrates flexibility and feelings of security by trying out many ideas in student teaching prior to taking a teaching position. Demonstrates willingness to accept constructive criticism and to try to put it into effect.

ers on learning new ways

Identifies several systems of analyzing classroom thinking and interaction. Can explain the use of each and its specific purposes.

tape of a discussion or s. room. Uses some analysis thinking, interaction in m atmosphere, and factors any of them.

Uses such systems to analyze transcripts of classroom discussions or video-tapes of class activities.

Reads widely in books for pupils of age which one is teaching. Also previews new audio-visual materials for them.

Uses organizations to find out more about curricular developments and resources for pupils.

- a. Uses state agencies and, where available, help from colleges and universities.
- b. Uses resource center in area.
- c. Becomes acquainted with local and school library materials in own field.
- d. Secures help of librarians and uses library reference works to locate appropriate materials.

Can explain the importance of using them prior to use.

Identifies any state agency or organization for consultative help and/or show or demonstrate materials and materials for pupils.

Examines local library resources as resources. Identifies reference tools.

Is of age which one is
dio-visual materials for

more about curricular
pupils.

ere available, help from
a.

cal and school library mater-

and uses library reference
materials.

Can explain the importance of using multi-media and evaluating
them prior to use.

Identifies any state agency or organization which can provide
consultative help and/or show or demonstrate new curriculum
materials and materials for pupils.

Examines local library resources as well as school library
resources. Identifies reference tools for locating new mater-
ials.